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Propuesta de actividades de la destreza de comprensión oral basadas en el modelo SAMR: de la sustitución a la redefinición.

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A proposal for SAMR-based EFL listening activities: from Substitution to Redefinition.

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ABSTRACT

Listening is an essential skill for the communicative competence in English as a Foreign Language learning (EFL). This skill is present in most of the activities carried out in our daily lives and it is crucial for the acquisition of the English Language. The new technologies offer a wide variety of opportunities to help the improvement of this skill by providing learners with new learning backgrounds. There are some models that help to develop these technology-enhanced activities, such as the SAMR model (Puentedura, 2006) and the revised Bloom's taxonomy by Anderson and Krathwohl (2001). This work is based on my experience and the perception of the oral skills treatment during my internship. A pilot analysis of the listening activities of two textbooks that belong to the B1 level according to the Common European Framework (CFER) was conducted and revealed that current listening activities do not make the most of Information and Communication Technologies (ICT) for contributing to the enhancement of the language learning goals. This analysis leads to the main objective of this work, the design of an innovation project that applies both models within the design of technology-enhanced EFL listening activities for a whole quarter of course for 1st Baccalaureate in Secondary Education.

Keywords: *English Language Teaching, Listening skills, Technology, SAMR model, activities*

RESUMEN

La destreza de comprensión oral es fundamental para la competencia comunicativa en el aprendizaje de inglés como lengua extranjera. Esta destreza está presente en la mayoría de actividades desarrolladas en la vida cotidiana y es crucial para la adquisición del idioma inglés. Las nuevas tecnologías ofrecen un abanico de oportunidades para ayudar a la mejora de esta destreza, ya que proponen nuevos escenarios de aprendizaje para los estudiantes. Existen algunos modelos que ayudan a la mejora de estas actividades mejoradas a través de la tecnología, como son el modelo SAMR (Puentedura, 2006) y la taxonomía de Bloom revisada (Anderson & Krathwohl's, 2001). Este trabajo está basado en mi experiencia y la percepción del tratamiento de la destreza de

comprensión oral durante mi periodo de prácticas. Se ha llevado a cabo un análisis piloto de las actividades de dos libros de texto de nivel B1 según el Marco Común Europeo de Referencia, que revela que las actividades de destreza de comprensión oral de esos libros no se valen de las tecnologías de la información y la comunicación para la mejora de los objetivos de aprendizaje del idioma. Este análisis conduce al principal objetivo de este trabajo: el diseño de un proyecto de innovación que aplica ambos modelos en el diseño de actividades de destreza de comprensión oral en inglés como lengua extranjera que se impulsan en la tecnología para un trimestre completo, para el curso de 1º de bachillerato en Educación Secundaria.

***Palabras clave**: inglés como lengua extranjera, Tecnología, modelo SAMR, actividades.*

1. INTRODUCTION

Listening is a highly relevant skill in EFL (English as a Foreign Language) learners' achievement of the foreign language communicative competence. Listening comprehension in foreign language teaching has been disregarded for a long time and lastly it is gaining deserved attention. The reason why I have selected the listening skill is that, as per observed during our internship, it seems to be a common weak point for numerous students. This work focuses on enhancing the listening skill through the use of Information and Communication Technologies (ICT).

The new technologies are becoming more immersed in society and offer a wide range of opportunities to optimize education and, therefore, EFL teaching. This work analyses the listening activities comprised within two EFL textbooks in order to reveal the present existence of technology within those activities. The analysis revealed that the use of technology for activities in those textbooks is not enhanced. There is the possibility to optimize these activities through technology in order to explore the possible benefits that may arise from it. This work is an attempt to address the listening skill enhancement through technology through a model based on Bloom's revised Taxonomy of educational objectives (Anderson & Krathwohl, 2001) aligned with the SAMR model (Puentedura, 2006). Therefore, this work is based in the potential that two models can offer to the design of my innovation proposal. The SAMR model categorizes four different levels of classroom technology integration as follows: Substitution, Augmentation, Modification, and Redefinition.

Based on these models, I design my own model or framework for the design of technology-based listening activities. Through this innovation I apply different technology tools to different activities to improve listening. This work is a proposal that mainly attempts to help other teachers in the design of activities with new technologies implementation in order to improve the listening skill. This work includes the implementation of this model in the syllabus design for a school term at Secondary Education for 1st Baccalaureate.

2. OBJECTIVES

Based on my pilot analysis of listening activities in two Secondary Education textbooks, the main objective of this innovation project is the provision and implementation of a model or framework for designing technology-enhanced listening activities for EFL secondary graders. Specifically, my project is based on two well-known models, Puentedura's (2006) Substitution, Augmentation, Modification, Redefinition (SAMR) model, and Anderson and Krathwohl's (2001) adaptation of Bloom's Taxonomy of educational objectives.

3. THEORETICAL FRAMEWORK

3.1 ICT in Foreign Language Teaching

Communication and language learning are being stimulated by digital tools. As cited in the *The Handbook of Technology and Second Language Teaching and Learning* (Sykes, 2017, p. 122), there has been an expansion in research addressing the teaching together with an increase in studies with explicit technological focus. Sykes (2013, p. 122) offers samples of these advancements, like research instrument development; the increase capacity for data analysis; or telecollaboration, among others. It is a fact that Computer Assisted Language Learning (CALL) is currently involved in different areas of knowledge. As Sykes (2017: 122) remarks, these areas reduce the gap between "theoretical necessity of pragmatic instruction and practical classroom application".

Evolving Internet technologies are facilitating the creation of online digital materials that can be available for users everywhere. Therefore, the lack of curricular resources area and teacher training resources is a challenge that may be faced with these digital materials. There are different studies that support the value of using digital materials for language teaching. For instance, in Spanish (Cohen and Sykes 2012), Japanese (Utashiro & Kawai 2009) and Arabic (Ward et al., 2007).

Moreover, Sykes (2017, p. 123) adds that the use of new technologies facilitates the classroom learning through tools like synchronous computer-mediated communication (SCMC), asynchronous computer-mediated communication (ACMC), multiuser virtual environments (MUVEs) and mobile. These tools allow a learning enhancement and transformation of activities through these tools.

In addition, another effective and beneficious area for teaching and learning is telecollaboration. It is a form of network-based language teaching that allows interaction between interlocutors from different cultural backgrounds. It appeared in the 1990s and not only does it provide a pedagogic practice with the use of technology, but it also offers the possibility to engage international students in collaborative online projects.

The mentioned areas, together with a wide range of potential emerging software tools promote the participation of many people in communication and

networking practices. Consequently, the new technology brings to teaching the extension of learning opportunities and optimizing the learning process. This fact leads teachers to learn and make good use of those tools for the improvement of teaching-learning process. They need to be involved in lesson planning, preparation and follow-up. As cited in the Handbook of Research in Second Language Teaching and Learning (Kessler, 2013: 294), the collaborative language learning practices are becoming more popular since these are becoming more used and understood. The potential of collaborative tasks or materials depend on teachers and their attitude to upgrade and experiment with the good use of these technologies in classes. Therefore, teachers are a key piece in integrating technology tools into teaching, since the SAMR model impact could be measured by teachers' abilities to use tools and plan activities.

In order to make successful the initiatives to increase new technologies within the classroom, there is a number of strategies and models of technology integration. These models facilitate the incorporation of new technologies in the classroom or at least making effective use of new tools.

3.2 The SAMR model (Puentedura, 2006)

The SAMR Model is a framework created by Dr Ruben Puentedura that categorizes four different degrees of classroom technology integration. This four levels or stages are named as follows: Substitution, Augmentation, Modification, and Redefinition, as the acronym "SAMR" stands for. As mentioned in previous section, this model supports teacher to make the correct decisions about technology implementation.

As can be seen in Figure 1, the first two SAMR steps (Substitution and Augmentation) are the enhancement steps, which are the lower steps within the SAMR framework and according to the level the technology-improvement:

Substitution: it is the state in which technology replaces an analogical or non-technological method. PowerPoint, Prezi, Slides, Keynote or similar programs to present information. It does not offer a functional change. Replacement tools: Power Point, WhatsApp, word, email.

In this step, the teacher needs to know whether the classroom will gain by replacing other tools with technology. Sometimes the use of this level may does not bring a substantial benefit.

Augmentation: in this state technology replaces an analogical or non-technological method whenever it augments the student's productivity in some way. In this case, there is a functionality improvement that improves the students' learning process. For instance, e-books with links to YouTube; online dictionaries; Prezi with some links or rooted resources; audio feedback for students. Therefore, in this SAMR level technology adds some improvements to the task process which are not reachable with other classroom tools.

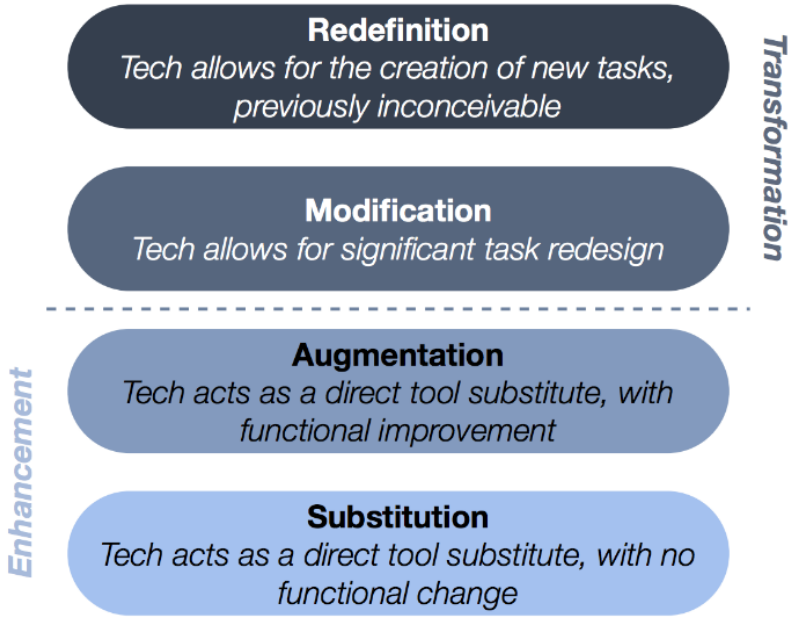


Figure 1. SAMR model (Puentedura, 2006).

The two second SAMR steps (Modification and Redefinition) are transformation steps, which are higher steps within the SAMR framework, according to the level of technology- improvement:

Modification: this SAMR stage is a change to the design of the lesson and its learning outcome through technology. It means tasks are redesigned so that these are possible only with the use of technology. Before using it, it is necessary to ask yourself whether the technology does significantly alter or modify the task.

Tools: Google Drive, Ether Pad, Padlet, collaborative wikis, among others. This step enhances and facilitates the teacher capacity to involve students in the class participation.

Redefinition: this is last stage and represents the peak of how technology can transform the student's experience. In this step, the question is whether technology redefines and transforms a non-technological task in an experience

that would not be possible without the use of technology. Therefore, the new tasks are transformed.

Tools: digital multimedia resources used in a session in a collaborative way (creating videos, creating comics, using social media, creating a blog) that can be sent through social media in order to be commented. By integrating technology at this last level of SAMR framework, new tasks are being created. Through these tasks, teachers offer students to work with different skills at the same time.

The SAMR model follows a hierarchical classification of levels that may remind of the Revised Bloom's Taxonomy of Learning Objectives (Anderson & Krathwohl, 2001). As can be seen in Figure 2, in both models, the higher the levels of integration for the task, the higher the transformation and advantages for the students' learning process. Despite the fact that SAMR model levels have the form of a ladder and hierarchy, the levels can be randomly selected. They all are designed to benefit both learners and teachers. The Revised Bloom's taxonomy describes different cognitive levels that increase complexity as well as SAMR model. By linking both models, I can design different tasks or activities with different goals according to curricula by integrating technology and enhancing learning with its use.

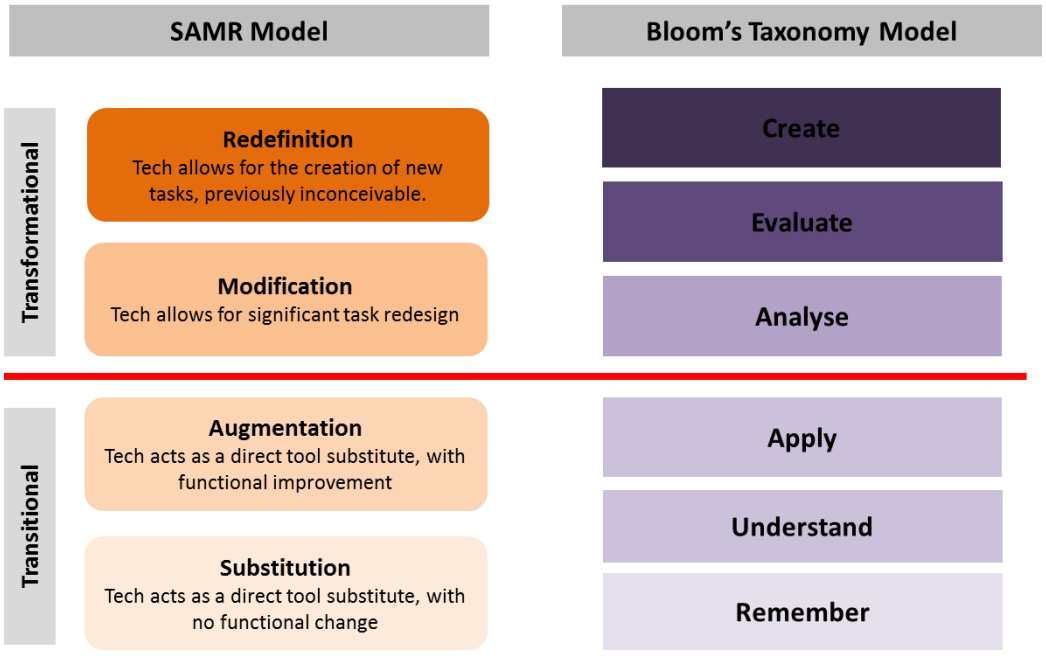


Figure 2. SAMR model (Puentedura, 2014)

The study of this project emphasizes the importance of the development of the of the listening for both ELT instructors and EFL learners through an integrative design model of both SAMR and Bloom's revised taxonomy, together with an

integrated general description per level, samples and different tools. This new design may help teachers to include and plan technology tasks, activities and integrate technology into their teaching process.

3.3 Theoretical basis, benefits and challenges of applying the SAMR model

As described above, the SAMR model was developed as a method that assess the impact of the new technologies on teaching and learning procedure. The model defines the progression and upgrade in the design of activities to be followed by those teachers who require to integrate new technologies within their methods. Since technology keeps developing, software tools and technology are becoming more important in the classroom. In fact, technology is what current optimate teaching and learning demands. The range of new technologies is so wide that for a teacher that wants to start to integrate and implement different tools, the selection and planning can be time-consuming. This is the reason why the SAMR model framework helps teachers to select the best ICT tools according to the required skills and abilities and enables them to do it quickly by following a model. Therefore, this model can be the lenses through which I see how technology impacts on learning outcomes. Puentedura (2013) remarks that those learning activities included in the higher framework levels (modification and redefinition) can transform learning.

The SAMR model framework incorporates the following benefits to the teaching and learning process:

The technology used within the SAMR framework can help students to develop critical thinking, specially within higher SAMR levels. Critical thinking is one of the key goals in education and an aimed outcome. It is desired not only for academic progress, but also for social growth as well. According to an informal observation from van Gelder, (2000: 540), “Unfortunately, critical thinking is in short supply”. In many cases it is expected that students just develop critical thinking skills during the course of the activities or, in some cases through specific activities that makes them reflect about a specific topic. However, with technology implementation through the SAMR model integration, the practice keeps students motivated, which is central for maintaining attention and interest during the activity. Students are also guided and supervised during the task so that they know what follows and what to do afterwards. Some activities are collaborative

as well so that students cooperate between each other and it makes them reflect during practice and think about their reasons and arguments. Also, students provide their own feedback and are also given a feedback, for instance in digital portfolios they can tell whether a specific task was appropriate or not.

The model is aimed at self-learning. The students develop the need to be more independent and it means choosing and designing their own learning. There are some online resources that can be used under the SAMR framework that enable students to learn how they want, when they want, what they want. For instance: Google or YouTube. The SAMR framework helps teachers to build capability with technology. Through SAMR model use teachers can use online tools in order to improve teacher performance: time-saving, help organization, immediate feedback and assessments, reaching to more students. Nevertheless, the most important thing teachers acquire through the SAMR model is making the good choices for tools and levels that adapt to classroom needs.

It is useful for assessing the technology use. Through the SAMR model teachers can evaluate how technology is being used during the classroom. Through the questions described per SAMR level (see section 6), the teacher can select the tool, the level and the activity required for students according to the skill to be developed. Also, teachers can collaborate with other schools and share projects, which would not be possible without technology. According to García-Utrera, Figueroa-Rodríguez and Esquivel-Gámez, (2015), the SAMR model is popular due to its simplicity, since it offers the opportunity to use it to different educators without having a deep specific knowledge about the model. Also, this research states that the SAMR model offers flexibility to be integrated with other models with the objective of offering effective capability to teachers in order to adapt and transform education.

Despite all the benefits, the SAMR model also presents some challenges and limitations:

Firstly, there is little evidence of results and impact on groups that have implemented this model. In my research, I have found some research of implementing SAMR with tools, but I found little signs about results obtained from learning outcomes with students.

The SAMR model lacks information about some aspects that would allow us to develop a deep analysis of what has happened within those classrooms that

have applied the model with new technologies. Related to this circumstance, there are some arguments: a) there is a lack in understanding what affects the decisions of teacher when integrating technology; b) it constitutes a really linear scale of what happens to teachers while the transformation of using technology; c) it represents a limited scale since it does not consider other aspects like the voluntary use of the tools (García-Utrera, Figueroa-Rodríguez and Esquivel-Gámez, 2015).

García-Utrera et al., (2015), also suggest that helpfulness of the SAMR model depends on different factors of educational process, which is the context: group characteristics, technologic access, professional development, among others. Hamilton, Rosenberg and Akcaoglu, (2016) remark that the SAMR model lacks theoretical explanation in the peer- reviewed literature. They argue that Puentedura bases his work on copies of presentation slides and limited explanations and details to understand, interpret and apply the SAMR model. Moreover, they criticize that there is limited qualitative or quantitative evidence to distinguish the differences between the SAMR levels. Due to these facts, the model can be misunderstood by other professionals. Hamilton et al. (2016) also argue that the lack of context within the SAMR theory and they describe that the SAMR taxonomy constitutes a hierarchical framework in which levels are arranged in a progressed order. Also, it is necessary to consider two variables: that some centres may lack the adequate infrastructure or equipment for developing the model and that some teachers may not be capable of using technology and it can be time consuming.

3.4 The listening skill in EFL learning

Our work addresses mainly the listening skill in EFL learning. The listening skill in ELT is a central part in communication and therefore in English as second language acquisition. The listening skill is key for a faster and proper learning together with better relationships, for the reason that in real communication we spend more time listening than speaking. Listening is different from hearing. While hearing is passive, listening is an active action since it involves comprehension, listening intentionally and interpreting the message received by associating meaning to words. Listening, in some cases, can be done through emotions, by interpreting emotions and feelings within body language of the

speaker. Listening has a psychological nature, because it is a cognitive behaviour and learning developed during the interaction with other people. There are many contexts for listening, which create different listening forms; for instance, participating in a dialogue or interview, (interactive listening), listening to the radio or watching tv (informative listening), taking part in a lesson (didactic listening), listening to a friend (reflective or emotional listening), among others.

However, the listening skill in second language programs has experimented a perception change among the years. According to Nunan (1995, 52), “listening is the Cinderella skill in second language learning” and it was overlooked by its elder sister, speaking.

The listening skills in English SLA are reinforced through activities. Listening is taught through different types of activities; we can find many of them in textbooks. Audio and video in some cases are the most used materials in class. However, nowadays there are much more tools based on technology available that can fast, reinforce and motivate learning by creating a more real context for students.

All in all, new available tools could be explored in order to optimize listening comprehension while developing pronunciation, intonation, fluency, stress and whole communication. Also, the students’ motivation and attention could be improved so that learning EFL be a different experience.

The listening skill has long been considered a passive skill, but nowadays it is considered a skill that can develop other aspects of language acquisition, for instance speaking or reading speed (Chang and Millett, 2015, p. 112). When learning the mother tongue, we acquire the listening skill before than reading. However, for second language learners, listening is used to support the reading skill. Though, it is easier for EFL learners acquiring reading skill than listening skill, since they can control more aspects like speed or checking unknown words in the dictionary. The common feature of spoken language, as cited in Renandya and Widodo (2016:112) says that while listening, we do not hear all sounds that we can see while reading, since some words contain silent letters (cf. Chafe, 1985) for instance /h/ in hour.

Renandya and Widodo (2016:101) indicate that being fluent in listening allows students to process spoken text with easily, with more accuracy and better comprehension. Therefore, the listening skill requires time with large practice in

order to achieve fluency. With this practice students start to recognize and identify words, hear effortlessly and understanding general meaning of the messages they listen to. Extensive Listening means that students listen to large amounts of motivating and appropriate materials during a period of time in which they listen with a determinate speed for general understanding, focusing on meaning (Renandya & Widodo, 2016). Students may improve their listening skill through other inputs like watching videos, TV, movies in English Foreign Language. These inputs provide them with extra visual context, so that it is easier for them to understand the message. Apart from the input, there are external factors like speaker factors that affect learning comprehension: speech rates, pronunciation or accent. In addition, there are internal factors that affect listening comprehension, since learners use background knowledge and have expectations about what will happen afterwards in the speech.

According to Chang and Read (2007), the format of a well-designed listening lesson includes three phases: pre-listening, while- listening and post-listening.

- Pre-listening: teacher prepares students before listening tasks through reading vocabulary, activating knowledge, discussions about the topic or pre-reading.
- While-listening: doing required tasks, being concentrated and taking notes.
- Post-listening: this phase is to confirm comprehension, reflect about the topic, review the task and provide feedback about performance.

Despite the fact that there are beneficial inputs available and formats for listening lessons, listening skill is still not receiving the support it deserves. Moreover, as observed during my internship within different groups of Compulsory Secondary Education (CSE). and Baccalaureate, the listening skill is one of the weak points in Spanish learners, together with the speaking skill. This is the reason why this innovation project selects the listening skill in order to explore a new input that integrates listening within the SAMR framework that offers an innovative model in order to address this problem and achieve an enhanced practice in oral skills.

4. STATE OF ART

English Language Teaching (ELT) is evolving together with the development of new technologies and the importance of 21st century skills: critical thinking, problem solving, collaboration and communication, global awareness and information learning (Chel & Dowling, 2013). By putting together those ingredients, Puentedura (2006) develops SAMR model, with a taxonomy that integrates technology into education and enables teachers and students to optimize teaching- learning process. Other equivalent models like Bloom's Taxonomy, were also created in the 1950s and revised in 2001 by Anderson and Krathwohl. This work focuses on the SAMR model but also considers the integration of Bloom's revised Taxonomy. Each level of the SAMR model is connected with the levels of Bloom's taxonomy of learning objectives. Both models are integrated in my model for applying new technology to activities.

4.1 The SAMR model in education

The main variations in education started as a consequence of the evolution of new technologies. These changes were initiated by Information and Communication Technologies (ICT). One of the reasons for these variations is that technology enhances the quality of education and it is crucial that teachers understand the role of technology in science education (Tsybulsky & Levin, 2016). In order to integrate the role of technology in education, the SAMR model can be used worldwide.

Puentedura (2006) designs the SAMR approach in order to integrate technology into education and comprises four levels of perception of technology, as described in section 3.1.

According to a research applied in science of education (Tsybulsky & Levin, 2016), the proposed SAMR framework showed its efficiency as a tool for evaluating the teachers' point of view and the study showed that numerous teachers could achieve the redefinition level. Therefore, this study exposed that it is not only important the SAMR framework significance, but also the teachers' consciousness about the SAMR-based projects for their professional development. This study concludes that SAMR model has a high potential in teachers training.

A different research (Tran, 2001), uses the SAMR model for Mathematics students. In this research, digital technology is used to integrate technology to qualitative review. Technology used are Google Apps for Education. These tools are categorized into the different levels of the SAMR model. This study remarks the advantages of integrating the SAMR model: providing immediate feedback to students, improving to bridge the gap between math concepts studied and pragmatic application, strengthen conceptual understanding through proper use of technology, an increment of retention of concepts and providing lessons through a structured framework to start analysing the potential of tools in classroom.

Therefore, various studies in different educational areas demonstrated the benefits of applying the SAMR model to their classrooms. The evidence presented in this section summaries the general benefits and usefulness of using the SAMR model in education.

4.2 The SAMR model in ELT

Despite SAMR model was created several years ago and its popularity among teachers has grown, few studies have investigated the benefits of the SAMR model in English Language Teaching (ELT) and in particular fewer have addressed the listening skill. There are several reflections about the SAMR model together with casual specific sample applications. Also, there are numerous studies about ELT and technology. Nevertheless, there are few studies that show a detailed description of results obtained after integrating the SAMR model within their ELT class. Nevertheless, there are a few outcomes obtained after this deep research that can be used as a support to this research through its conclusions. Still, the research found consider ELT as a whole and no sole skills isolated.

In some studies, like Giangiulio and Jiménez (2017), the SAMR model is applied for evaluating English learning activities that implement Information and Communication Technologies. This study concluded that the SAMR model appears to be beneficial once the levels are understood and the teacher can be confident in selecting activities. Also, it is remarked that the implementation of technology reduces the gap in the learners' digital competence. After implementing this model in six projects, they affirm that for many students it was the first contact with some of the tools used in the project. It was a concern with

some grammar projects they conducted, where sometimes the timeline did not allow them to explain how an app, software or device works. Due to this, some students can become frustrated and overwhelmed when they do not understand or feel comfortable with technology. The same for teachers before preparing an activity. Apart from those limitations, the application of the SAMR model was a positive experience to complement the course with activities that integrated technology in a different way from past years. Considering the positive results, researchers keep interested in learning more about the SAMR model.

Another study investigates the technology integration in English Language Learners (Carter, 2017: 121-127). This research aims at exploring the teacher's levels of mobile device implementation and the differences in English Language Learners' results in each modality of the ACCESS test. ACCESS stands for "Assessing Comprehension and Communication in English State-to-State for English Language Learners". It is a test given to students from kindergarten to grade 12 to assess the progress in English learning. Results showed that teachers reported instructional methods led to understand what levels of the SAMR model the students were experiencing. The SAMR levels were compared to student ACCESS results in each modality. Results showed that new activities based on mobile devices used as substitution methods, these are more motivating and relevant than traditional instructional methods at a specific age. However, the further the levels reached within the SAMR framework the more reduced the strategies for vocabulary growth. Therefore, in this study, simple SAMR substitution activities were more powerful than higher levels on language learning. Activities developed in the higher SAMR levels involve more critical thinking subjects and skills in ways that would not be possible without device implementation.

It is important to consider the use that teachers make of new technologies and make sure it is for improving learning. For instance, Tseng (2019: 71-83) investigated the degree to which teachers transformed their teaching with iPad-based English teaching. This approach was based in Technological Pedagogical Content Knowledge (TPACK) and SAMR model (Puentedura, 2006). Results indicated that, although some teachers indicated their skill in transforming their teaching, tablets and iPads were used as a substitute to conventional input offered in conventional teacher-centred classrooms. This fact showed that might

constrain the teachers from endorsing TPACK to the higher levels of SAMR framework.

Regardless of the good correspondence between EFL learning and the SAMR model, this model can be relevant in other different fields and any other topic or skill, not only in EFL learning. Through the use of this model we can identify how technology is applied in learning activities so that both teachers and learners embrace the experience change in order to achieve higher learning outcomes.

This innovation project focus on the listening skill competence, although other skills are addressed indirectly, particularly speaking. The following research provides evidence that the SAMR model could be a useful and favourable method to enhance listening learning by integrating new technology into the classroom

4.3 Listening and ICT

Listening comprehension is indispensable to foreign language learning. According to a study by Sejdiu (2017:60), during the past years, the role of listening has been rather unappreciated. There was a thought that speaking, reading and writing were enough for being a proficient learner in communication in that language. This fact led teachers and language professionals to promote the equal enhancement of listening skill. They have done it through multimedia, providing students with access to different visual and aural L2 texts via audio, video, the Internet, podcasts, blogs and others. It was in order to assist learners in understanding the language within its context. Using Computer-Assisted Language Learning (CALL) programmes has been proved to be an effective method for developing language skills among second language students. Sejdiu (2017:70) concludes that multimedia provides language teachers with the opportunity to present the course material in a more stimulating and time- efficient way.

Connected to this idea, a quantitative study conducted by Al Fadda and Al Qasim (2013:30) examined the influence of one of these materials, specifically, podcasting on the listening comprehension in higher education of Saudi EFL students. The participants were classified into two groups: control and experimental group with 6 weeks treatment. The results, after doing a questionnaire test, indicated differences between the two groups, showing benefits in the experimental group. Therefore, the results support that the use of

podcasts can make a positive difference to the listening comprehension for EFL higher education students.

In addition, it is important to reference that technology-based course materials make extensive the opportunity to enhance listening comprehension skill to students with hearing impairments. Alodail (2014: 55) presents a study based on Kemp's design in the classroom for students with hearing impairments. The researcher designs some instructional methods for teaching learners with hearing aids in the school. Also, this researcher provides a list of assistive technology devices that can be used by mentioned learners. Considering the technology development for creating new learning sceneries, this author claims that assistive technology listening devices plays an essential role between teachers and students. Thus, new technology does not only offer learners opportunities to access new backgrounds to enhance listening skill during second language acquisition, but also provides learners with hearing impairments with the same opportunity to access information that otherwise would be unavailable.

The research conducted by Pasupathi (2013: 125) points to anxiety problems that Indian students face while performing the listening activities. Within this work, the researcher aims to find out whether anxiety is reduced when technology is introduced in the language's laboratory. The study revealed that using new technologies not only reduces the anxiety of students when listening to English, but also students experimented a a significant improvement in acquiring listening skills. A similar experimental study performed by Rahimi and Soleymani (2015: 152) aims to investigate the impact of mobile learning on EFL learners' listening anxiety and listening comprehension. Participants are divided into experimental and control. During one semester the experimental group did their listening activities by listening podcasts through their mobile phones or digital media players. The results showed that listening anxiety was reduced considerably in the experimental group. Moreover, this group experimented an improvement in listening comprehension.

5. ANALYSIS OF EFL TEXTBOOKS: LISTENING ACTIVITIES

The listening skill has a critical role in communication and second language acquisition since understanding is crucial for holding a conversation and enabling communication. The importance of focusing and improving this skill has recently started since ELT instructors used to focus mainly on the other components and skills: writing, reading and speaking. In ELT textbooks, listening practices meet syllabus requirements, but are these activities optimizing EFL students' language acquisition? Are these activities motivating learners to give them maximum understanding about the topic? In this part of the project I mainly focus on describing in detail current activities included in two textbooks still in use nowadays.

Nowadays, textbooks are still the most important teaching instrument used in ELT for instructing EFL learners. The book represents the required input in class through different topics, materials and, of course, activities. Hence, it is key that material and activities included in books are optimized and adjusted to available ICT tools, so that students make the most of the language learning classes.

In this project, I provide an analysis of the listening activities in the following EFL textbooks:

- Bohlke, D. & Brinks Lockwood, R. (2013). *Skillful. Listening & Speaking.* London: MACMILLAN. (This book is specialized in oral skills: speaking and listening, therefore the content is focused in these two main sections).
- Marks, L.; Addison, Ch. (2016). *Advanced English in Use.* Cyprus: Burlington Books. (This book is designed for covering levels A2, B1, B1+ and B2. This book was used during my internship with 4th C.S.E. It was used with mixed group of students that were enrolled in the official School of Languages).

The structure used to describe the content of these books is as follows:

- Content and structure
- Number and frequency of listening activities per unit
- Classification of listening activities by types, according to my criteria
  Level of degree within SAMR framework. At the end of current section there is a conclusion of both textbooks' analysis.

Textbook 1. Skillfull. Listening & Speaking (Bohlke & Brinks Lockwood, 2013):

Content and structure

This textbook is specialized in communication skills: listening and speaking. In this research the focus is on the listening skill, although in many cases both are interrelated. It is divided into 10 units. Each unit covers 10 pages, each one dedicated to a specific topic like, for instance, persuasion or success. The listening skills section always comes first and starts with a Discussion point before you start each unit in order to get introduction. Secondly, there are two listening texts so that students activate their previous knowledge and then practice their listening skills. Thirdly, there are global listening skills activities and then close listening skills activities. There is a section for developing critical thinking by discussing questions. Finally, there is a vocabulary skills section, it provides the student with the opportunity to develop the learning ways and remember vocabulary from the listening texts.

This textbook contains a digital book containing all the same content as printed Student's book, enabling easier navigation through pages from the computer. The digibook also contains a skilful practice, with extra interactive activities to review activities studied within the unit.

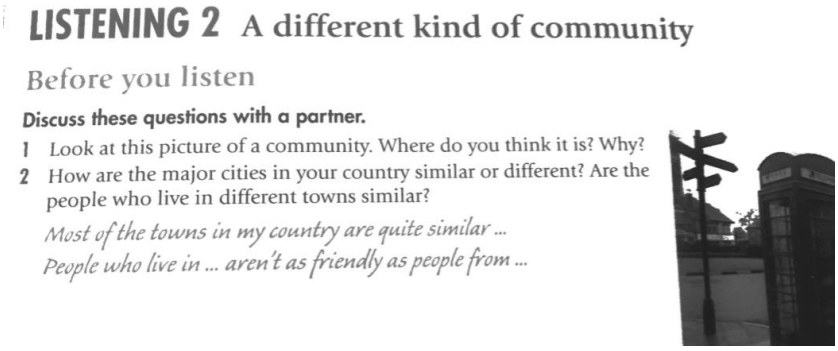
Number of listening activities per unit

Each unit contains between 15- 20 listening skills activities. Therefore, a unit may last 10- 15 days, so at least there could be one or two listening activities per day, depending on the teacher planning.

Classification of listening activities

Activities have similar patterns per unit and these activities could be described as:

- Pre- listening activities: at the beginning of each unit there is a section named "before you listen" where students can predict what they will listen, anticipate vocabulary and develop some ideas. As can be seen in Figure 3. They have some questions to answer, some texts or some pictures so as to work on the topic. The context is identified.



LISTENING 2 A different kind of community

Before you listen

Discuss these questions with a partner.

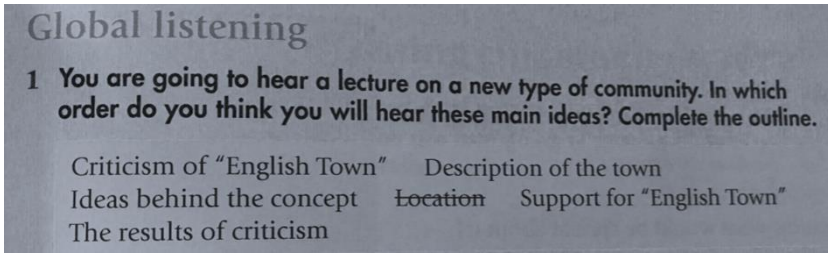
1 Look at this picture of a community. Where do you think it is? Why?
2 How are the major cities in your country similar or different? Are the people who live in different towns similar?

Most of the towns in my country are quite similar ...
People who live in ... aren't as friendly as people from ...

Figure 3. Pre- listening activity. Bohlke, & Brinks Lockwood (2013, page 20).

- Subsequently, there are some "during listening activities" divided in two groups:

  Global listening: this section contains exercises where learners have to check what they listen: specific words, sentences, ideas. A sample can be observed in Figure 4. Also, they have other activities in which it is required to order main ideas or answering questions related to the previous listening. They do this through audio CD's that are also contained in the digital book.



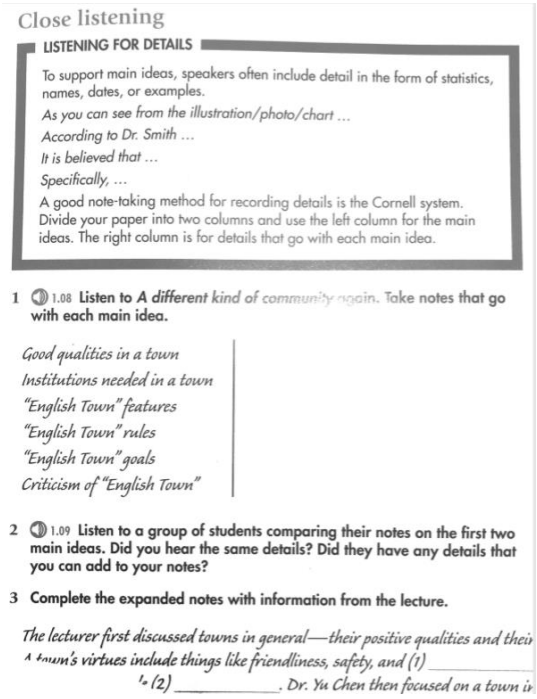
Global listening

1 **You are going to hear a lecture on a new type of community. In which order do you think you will hear these main ideas? Complete the outline.**

Criticism of "English Town" Description of the town
Ideas behind the concept ~~Location~~ Support for "English Town"
The results of criticism

Figure 4. Global listening activity. Bohlke & Brinks Lockwood, (2013, page 21)

Close listening: this section includes some charts with explanations about listening for opinions, summarize and many other forms, as can be seen in Figure 5. It includes more specific activities in order to complete charts, circling the best answer, true or false questions, fill in the blanks, matching words to meanings or numbering ideas.



Close listening

LISTENING FOR DETAILS

To support main ideas, speakers often include detail in the form of statistics, names, dates, or examples.

As you can see from the illustration/photo/chart ...
According to Dr. Smith ...
It is believed that ...
Specifically, ...

A good note-taking method for recording details is the Cornell system. Divide your paper into two columns and use the left column for the main ideas. The right column is for details that go with each main idea.

1 1.08 **Listen to *A different kind of community* again. Take notes that go with each main idea.**

Good qualities in a town
Institutions needed in a town
"English Town" features
"English Town" rules
"English Town" goals
Criticism of "English Town"

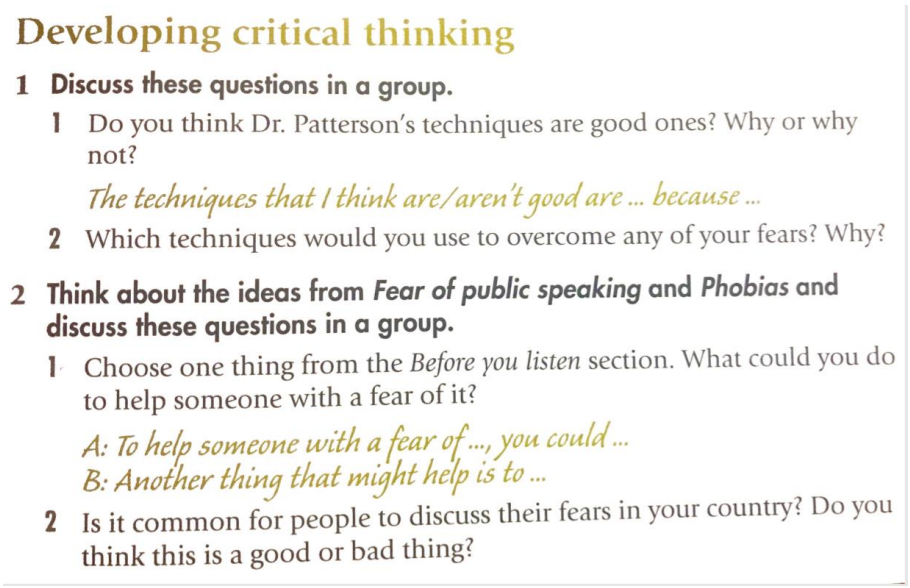
2 1.09 **Listen to a group of students comparing their notes on the first two main ideas. Did you hear the same details? Did they have any details that you can add to your notes?**

3 **Complete the expanded notes with information from the lecture.**

The lecturer first discussed towns in general—their positive qualities and their
A town's virtues include things like friendliness, safety, and (1) _____
(2) _____. Dr. Yu Chen then focused on a town in

Figure 5. Close listening Bohlke, & Brinks Lockwood, (2013, page 21).

- Developing critical thinking: it is a section about discussing the same topic stated in the listening related to their personal experience. It is not a post listening activity, since it does not assess and evaluate students understanding or give feedback to them, it develops their critical thinking competence. Tools used for these activities are the book and audios from the book. A sample of this type of activity can be found in figure 6.



Developing critical thinking

1 **Discuss these questions in a group.**

1 Do you think Dr. Patterson's techniques are good ones? Why or why not?

The techniques that I think are/aren't good are ... because ...

2 Which techniques would you use to overcome any of your fears? Why?

2 **Think about the ideas from *Fear of public speaking* and *Phobias* and discuss these questions in a group.**

1 Choose one thing from the *Before you listen* section. What could you do to help someone with a fear of it?

A: To help someone with a fear of ..., you could ...
B: Another thing that might help is to ...

2 Is it common for people to discuss their fears in your country? Do you think this is a good or bad thing?

Figure 6. Critical thinking activity. Bohlke and Brinks Lockwood (2013, page 70).

- Post-listening activities are missing in the book, so the teacher can do post listening through checking answers to previous activities so that students have the opportunity to check their answers and have feedback about what they have learnt. It is also a feedback for the teacher to identify specific difficulties in listening.

Textbook 2. Advanced English in Use (Marks & Addison, 2016)

Content and structure

This book, in contrast with the previous textbook described, integrates theory and practice for all skills. Nevertheless, this research is focused on listening only. This textbook is divided into 9 units and receive names like “be healthy” or “Saving my planet”. Each unit includes all skills: vocabulary, grammar syllabus and emphasize the importance of language production. The books integrate cross-curricular and cultural content within the units on them. These are designed for the development of key competences registered curriculum such as learning to learn. This book also contains the digital version so that students and activities can be displayed in the projector during each session.

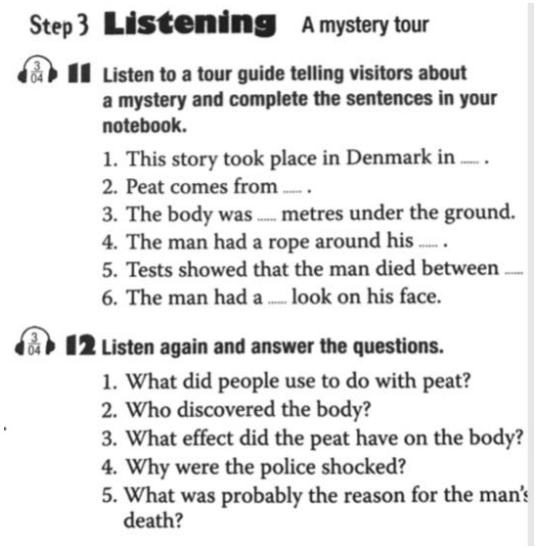
Number of listening activities per unit

Each unit contains 4-6 listening activities. There are some reading activities that include the text audio so that students can listen to the pronunciation. Each unit lasts 12-15 days, depending on the group performance and rate and the topic. Listening activities are covered in 2-4 days per unit and they take between 20’-30’ minutes long over a session, which means around 15% of the time used during the unit. Compared to vocabulary and grammar that includes 18-25 activities per unit and take around 30’-50’ minutes per class making more than 50% of time used during the unit.

Classification of listening activities

Listening activities within this book consist of similar patterns with different content:

- Listening to a conversation, interview, radio program or other kind of presentation and then fill in the blanks or complete a chart as can be appreciated in figure 7.



Step 3 **Listening** A mystery tour

11 Listen to a tour guide telling visitors about a mystery and complete the sentences in your notebook.

1. This story took place in Denmark in ..... .
2. Peat comes from ..... .
3. The body was ..... metres under the ground.
4. The man had a rope around his ..... .
5. Tests showed that the man died between .....
6. The man had a ..... look on his face.

12 Listen again and answer the questions.

1. What did people use to do with peat?
2. Who discovered the body?
3. What effect did the peat have on the body?
4. Why were the police shocked?
5. What was probably the reason for the man's death?

Figure 7. Listening to a tour guide activity. Marks, L.; Addison, Ch., (2016, page 93).

- Answering questions about the same audio, sample of radio interview activity can be seen in figure 8.

Step 2 **Listening** A radio interview

7 Listen to a radio interview about Iceland and the environment. What type of energy do they want to use to power cars in Iceland and when do they think that this will be more common?

8 Listen again and write the reasons for the following statements in your notebook.

1. Iceland has been called one of the "greenest" countries in the world.
2. Hydroelectric power is relatively easy to produce in Iceland.
3. Hot rocks and hot water underground contribute to the "greenness" of the country.
4. There aren't many hydrogen buses in Iceland.
5. People aren't happy about hydrogen cars.

Figure 8. Listening to a radio interview and questions. Marks; Addison, (2016, page 65).

- Matching pictures to corresponding recordings. A sample can be seen in Figure 9.

Listening

2 For each of the five questions below, there are three pictures and a short recording. Listen to each recording and choose the correct picture.

1. Which animals have died as a result of the pollution?

A B C

2. What is the woman going to do with her old clothes?

A B C

3. What solution to the cold do the man and woman agree on?

A B C

4. What does the woman suggest?

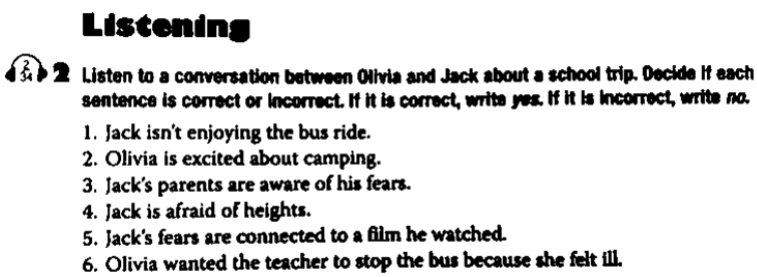
A B C

5. Where did Emma collect the bottles?

A B C

Figure 9. Listen and match pictures with recording. Marks; Addison, (2016, page 65)

- True or false sentences according to the audio. A sample of this activity can be seen in Figure 10.



Listening

2 Listen to a conversation between Olivia and Jack about a school trip. Decide if each sentence is correct or incorrect. If it is correct, write *yes*. If it is incorrect, write *no*.

1. Jack isn't enjoying the bus ride.
2. Olivia is excited about camping.
3. Jack's parents are aware of his fears.
4. Jack is afraid of heights.
5. Jack's fears are connected to a film he watched.
6. Olivia wanted the teacher to stop the bus because she felt ill.

Figure 10. True or false listening activity. Marks; Addison, (2016, page 73).

- Filling in the blanks with missing information and completing sentences. A sample of completing the char and filling in the blanks can be observed in Figure 11.

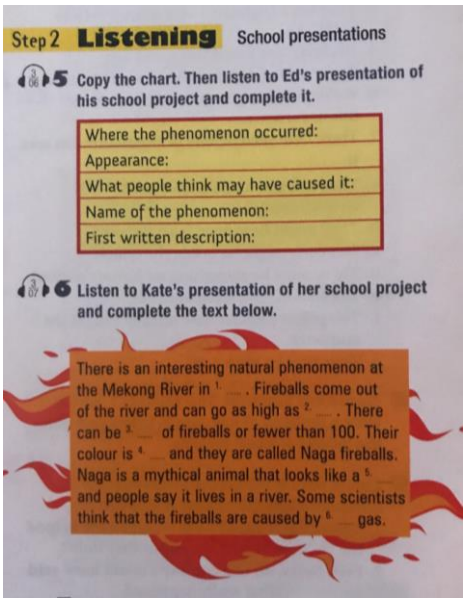


Figure 11. Filling in the blanks listening. Marks; Addison, (2016, page 94).

The tools required for these listening activities are just the audio included in the book or CD and the book.

Conclusion about the textbooks' analysis:

The activities included in both textbooks belong to the first two steps of the SAMR model, which are enhancement steps: substitution and augmentation. In most activities, technology required are digital audios or a CD, in order to present information before answering the questions, so there is no functional change. In fact, to be more specific, in the textbook by Bohlke and Lockwood (2013), even being a book specialized in oral skills, all activities belong to substitution level within the SAMR framework. All of them consist of CD or Audio from digital book listening based on: students receiving the corresponding listening, responding by taking notes and answering specific activities. Therefore, technology integration lead to no or little functional change in the learning- teaching process.

In the other textbook (Marks & Addison, 2016), most activities belong to substitution as commented in the previous textbook, with the exception of a segment at the end of each unit that contains Interactive learning, more focused

on using technologies, which offers some tools for students to use at home or in class, in case the classroom is digital. This section can be observed in Figure 12. There are four sections for this part: vocabulary (with audio), grammar, dialogue builders and techno help for doing techno projects that may lead the student to YouTube tutorials. There is no specific section for proper listening in this part, there are only some tools that require listening with other focus. In these cases, even not for listening, activities belong to Augmentation step within the SAMR framework, since technology acts as a direct tool substitute, with functional improvement.

- Number of activities in textbook from Marks, L.; Addison, Ch. (2016) based in upper SAMR model: 5
- Number of activities in textbook from Bohlke, D. & Brinks Lockwood, R. (2013) based in upper SAMR model: 0

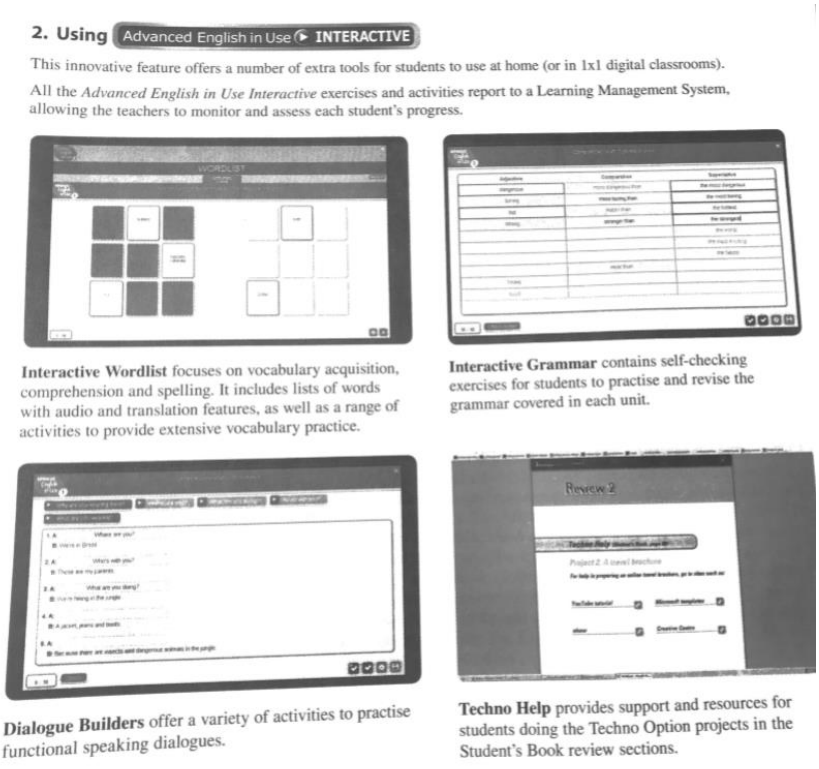


Figure 12. Interactive learning segment. Marks, L.; Addison, Ch. (2016, p. xiii).

6. INNOVATION PROJECT: THE SAMR MODEL IN THE ELT CLASSROOM

The purpose of this innovation project is the provision of a model or framework for designing technology-enhanced listening activities for EFL Secondary graders. This project is based on the previous analysis of listening activities in two current Secondary Education textbooks. As mentioned, the project is based on two popular models: Puentedura (2006) and Anderson and Krathwohl's (2001) adaptation of Bloom's taxonomy of educational objectives. The listening skill is crucial for communication and also in SLA, but this skill have not received the importance they should by educators among past years (Segura Alonso, 2012, p. 11). Nowadays listening is receiving more attention, but activities are not accordingly adjusted to existing tools. After having analysed current listening activities in use among mentioned two textbooks for levels within B1 to C1 (see section 5), there is little evidence of technology implementation or activities based on a model framework such as the SAMR model. Activities included in these two textbooks are analysed and classified according to their type and level of thinking according to the SAMR framework. In fact, these activities are found to be within the first two steps of the SAMR model: enhancement steps, since the use of technology simply involves substitution or a functionality improvement.

Despite the enormous impact that technology is having on society since the entrance of the internet, English teaching resources seem to evolve but a very low rate. For instance, during my internship I have seen that ELT materials and resources in Secondary Schools keep very similar to 16 years ago, except for the use of digital books projected in class and the random use of videos. Most activities included in textbooks meet requirements for the curriculum goals, but do not still show parallel evolution to current available resources in society. So, when incorporating technology to the classroom, is technology being used simply to say we are using it? Or is technology being used in order meet learning goals and help students to make the best of their learning experience in SLA? This is the reason why this work examines existing activities and designs optimized activities based on the SAMR model in order to explore possible benefits of upright use of technology in the teaching- learning process. Nowadays it is not only necessary to achieve the skills according to the subject, but also specific aptitudes like digital skills.

This work suggests the application of different activities with technology-enhancement. Puentedura's (2006) model: SAMR (Substitution, Augmentation, Modification and Redefinition), by designing listening skill activities according to this model by including new technologies. This pattern of activities could be used as a model of reference for the creation of other new activities based on them. These new activities could be adapted to any other level considering Law requirements: competences, contents, objectives, assessment criteria - stated in the curriculum for Secondary Education.

This study research also considers some possible limitations for implementing these new SAMR-based activities in classroom, depending on the facilities and infrastructure for the ICT available in the centre where these activities would be performed.

6.1 Description of the proposal

There is a shortage of studies on the SAMR model application and designed activities based on this model, so this proposal intends to offer an integration model with suggested activities and tools for each level within the SAMR framework.

This proposal contains the design of an integrative model that connects the SAMR model (Puentedura, 2006) aligned with Bloom's revised Taxonomy (Anderson and Krathwohl, 2001). This model includes the meaning of the characteristics per level and it also suggests listening activities as a reference, so that this model can be followed by any teacher. This proposal is created for levels that range from A2 to C1, converging mostly in level B1. This level corresponds to 4th C.S.E and 1st Baccalaureate. The group is thought to be built by EFL Spanish speaking students. Activities are designed for 3 different units. Considering English subject takes place 4 times a week, the number of listening skills included per session and total time dedicated will be implemented accordingly. Consequently, at least 25% of the total time of English classrooms will be dedicated to listening activities, giving space enough for the other skills.

As mentioned, activities are created according to the SAMR model framework aligned with Bloom's revised Taxonomy (Anderson & Krathwohl, 2001) within its different levels. These activities are adapted to listening and include a general description with requirements for that level, together with suggested tools or

applications for each level. Through this model of integration any EFL teacher could adapt their classes to the SAMR model and include specific technology and tools for listening skill. Before implementing the activities, it would be necessary to inform them about this new model structure, the differences with other current activities and explain them the conceivable benefits of using it. This way, students are ready to embrace a new way of learning and they can take responsibility for the new learning

Within this study, a contrast between more traditional activities, as the ones found in the textbooks analysed above, and activities based on the SAMR model can be extracted and evidenced, so that both procedures are understandable for any teacher.

6.2 Design of my model for listening activities improvement.

Before describing the design of integration of Puentedura's and Bloom's revised model, there is a series of questions that may help to identify the transition between the SAMR model's levels (Table 1)

Table 1. Questions to identify the SAMR levels' transition.

Substitution	What is the gain by replacing old tools with new technology?
Substitution to Augmentation	Is there an enhancement in the process by adding a new technology that would not be possible with previous technology? How does this enhancement contribute to my goals?
Augmentation to Modification	How is the original activity modified? Does the modification depend on the new technology? How does this modification contribute to my goals?
Modification to Redefinition	What is the new activity/task? Will it replace the previous ones? Is it possible thanks to the new technology? How does this step contribute to my goals?

Table 2 describes the design of integration of the SAMR model aligned with Bloom's revised Taxonomy. This integration model is considered by classifying the corresponding different levels, which are all adapted to the listening skill. Therefore, a general description of the characteristics of each level is included. Also, there is a general sample that defines how a task could be performed and also, which tools could be suitable at each level. This design is intended to allow

any teacher to adapt their activities to these levels by using this model. Hence, by following Table 2, any teacher can start and familiarize to make a suitable use of new technologies in their class that enhance the process of teaching learning.

Table 2. Integration model that connects the SAMR model (Puentedura, 2006) with Bloom's revised taxonomy (Anderson & Krathwohl, 2001).

SAMR MODEL STEP	**SAMR MODEL (Puentedura, 2006) VERBS**	**Bloom's REVISED (Anderson & Krathwohl, 2001) COGNITIVE DOMAINS**	**Bloom's REVISED ACTION VERBS.**	**Bloom's ACTIVITIES**		**GENERAL DESCRIPTION & SUGGESTED TOOLS (COOGLE.IT), FOR THE INTEGRATION MODEL**		**GENERAL SAMPLES ADAPTED TO THE EFL LISTENING SKILL**
ENHANCEMENT	SUBSTITUTION: technology acts as direct tool substitute, with no functional change.	REMEMBER UNDERSTAND	Remember: define, identify, describe, recognize, tell, explain, recite, memorize, illustrate, quote.	Lecture Visuals Video Presentations	Illustrations Analogies Audio	Within this level the activity tries to improve the learning activity method with the use of technology but does not implicate a change in functions. It may increase motivation through automating content	Internet access Smartboard for teaching. Digital info display: Calameo, Issuu, Flipsnack, Power Point, YouTube, Podcasts	Displaying a YouTube video with details about different places so that students identify requested information and classify it.
			Understand: summarize, interpret, classify, compare, contrast, infer, relate, extract, paraphrase, cite	Questions Discussion Review Test	Assessments Reports Learner Writing			
	AUGMENTATION: technology acts as a direct tool substitute, with functional improvement	APPLY ANALYZE	Apply: solve, change, relate, complete, use, sketch, teach, articulate, discover, transfer	Practice exercises Demonstrations Projects	Sketches Simulations Role-play	Within this level the activity offers a functional improvement through the use of technology, which means improving the students' and teachers' experience. Students can research and analyse online information,	EdPuzzle, Ted Talks, Newsela. Kahoot Creating digital presentations: Canva, Infographics, Sway, Slideshare. Online maps, Playphrase, Youglish	Complete comprehension questions in Edpuzzle video about a movie. Use playphrase and youglish for unknown words.
			Analyse: contrast, connect, relate, devise, correlate, illustrate, conclude, categorize, take apart	Problems Exercises Case studies Discussions	Critical thinking Questions			
TRANSFORMATION	MODIFICATION: technology allows for significant task redesign	APPLYING, ANALYZING, EVALUATING	Evaluate: criticize, reframe, judge, assess, defend appraise, value, prioritize, plan, grade, reframe	Projects Problems Case studies Simulations	Appraisals Critiques Debates	Using technology in this level means a significant change in the method and it facilitates the redesign of educational projects.	Interactive video: Playposit, Screencast, Imovie, Flipgrid. Comic design: Pixton, Toondoo, Toontastic,	Watch and analyse different videos in flipgrid and then perform and upload a critical thinking video about them.
	Technology allows for the creation of new tasks, previously inconceivable	EVALUATING, CREATING	Create: design, modify, role-play, develop, rewrite, pivot, modify, collaborate, invent, write.	Creative exercise New project	Develop plans constructs	Allows significant changes that transform the experience of both students and teachers. It facilitates the creation of new tasks, not possible before.	Collaborative content: Facebook, Twitter, Edmodo, trello, Curriki, Creativecommons, Edudemic, Lackboard, wikis. Blogs: Tumblr.	Collaborative activity by sharing collaborative content in social media like Edmodo.

Table 3 displays a sample of the transition of a listening activity from one level to another.

Table 3. Sample of transition of one listening activity to an upgraded based in SAMR.

	Original activity	**Upgraded activity**	**Change**
Substitution	Teacher reads different directions and routes so that students take notes	Use of google maps or computer so that students can take notes.	The introduction of technology does not add additional functions, but it is more convenient for teachers and learners.
Augmentation	Teacher explains the different contexts for a word	Through the app youglish.com or playphrase.me students can see and listen at the same time the word use in different contexts	Although technology replaces other tool like in previous step, it brings improvements to the task that would not be possible without technology: in this case, see the images with different context.
Modification	Teacher opens a debate in class so that students interact between them (one by one or in groups)	Teacher uses collaborate to create different chat rooms for discussion to set up activities, so that they can work from home at any time, so that there is peer learning.	In this level there is a transformation of the task. Task is redesigned so that technology is required for the task. In this case, students can share ideas with others and may answer some doubts they have.
Redefinition	Students are asked to take notes of other students' opinion on different topics to make a studio and then present to the class	Teacher provides flipgrid to students so that they can record themselves while giving their opinions and then share their videos. The other can take notes whenever they want in order to prepare the final studio and then share it through flipgrid or Edmodo.	In this case, teacher is able to design a new task that would not be possible without technology. It can be done in different moments from different places and students can play the video more than once so that they make sure they have understood correctly.

6.2.1 ICT tools

On the one hand, audio materials are widely used in most secondary schools for ELT. Also, videos are becoming more and more important, but these are still scarcely used. Audio video material is powerful and stimulating as students can see body language and listen at the same time, so that context is more easily identified. On the other hand, at the present time, technologies provide teachers and students with rich resources and tools that can optimize both teachers and learners' processes. Table 4 comprises a classification of a particular selection of tools within the SAMR framework that can be adapted to listening skill. Many of them are taken from a website from Raúl Santiago et al' s compilation of ICT tools called "more than 200 tools" that can be found in link:

(https://coggle.it/diagram/VDbGKqm5DvdXAKnS/t/mas-de-200-recursos-en-el-aula-compilado-por-ra%C3%BAl-santiago). It will possibly be a useful resource for any teacher that wants to integrate their classes with new technologies, even for other subjects or skills. It is important to remark that some of these tools, depending on the use can move from one level to the other. For instance, PowerPoint is located in Substitution when it comes to see a presentation. However, if it includes different links to videos, audios or applications, it can be considered augmentation. Tools are described in resources section 6.3.3.

Table 4: classification of suggested tools into SAMR levels.

SUBSTITUTION	AUGMENTATION	MODIFICATION	REDEFINITION
Information digital display: Calameo, Issuu, Flipsnack, Power Point, YouTube, Podcasts Smartboard for teaching	EdPuzzle, Ted Talks, Newsela, Kahoot, Creating digital presentations: Canva, Infographics, Sway, Slideshare. Online maps, Playphrase, Youglish Quick voice	Interactive collaborative video: Playposit, Screencast, Imovie, Flipgrid, Comic design: Pixton, Toondoo, Toontastic Gamification: Wormax Quiz: plickers	Social media and collaborative work: Facebook, Twitter, Edmodo, Trello, Curriki, Creativecommons, Edudemic, Blackboard, Collaborative wikis Creating blogs: Wordpress, Blogger, Edublogs, Tumblr Voicetube Prezi

Each SAMR level offers different tools with an enhancement per level. Within the first level, substitution, there are tools that allow teacher to display the same content that could be displayed within a book or analogic tool, but in a digital format, which may increase the students' motivation. The second level, augmentation, offers a variety of tools that do not only substitute other methods, but also offer an enhancement for learning process; it contains video tools that can be edited by teacher with questions and exercises online (Edpuzzle); there are quizzes that provide final assessment at the moment (Kahoot); also different tools to create presentations (Canva, Infographics); and also tools that allow teacher to show different meanings of a word through a video, in real contexts (Youglish). The third level, modification, includes tools that transform the learning

experience through the application and use of different tools that allow student to plan and generate different content for educational projects (Screencast, Pixton). The last level, redefinition, includes new tools that redefine projects that are only possible with those tools, which allow students to create, evaluate and work in groups through social media like Edmodo.

The new technologies provide teacher and student with deeper learning approaches, collaborative learning and a redesign of learning methods and spaces. Collaborative learning tools, which take in students and teachers working together, also allow teachers to assess students' learning. Therefore, online learning brings advantages for both students and teachers in the process of teaching and learning.

6.2.2 Chronology and contents

This proposal is designed as a pilot to explore the results and improvements that students can develop in communicative skill. Content developed within this project is prepared for three units. Each unit lasts between 12- 15 sessions, which corresponds to three weeks approximately, which is a quarter of the course. English lessons take place 4 days a week, so the total time for this project will be 9-10 weeks. Listening activities will take place at least within two sessions per week, occupying at least 30 minutes of each session; so, there is a total of 3,5 – 5 hours of listening per unit, which is at least 7 or 10 activities per unit. Extra time is required before starting, for explaining the new method.

The table 5 shows the different phases of the project.

- Starting date: 1st April
- Ending date: 30th June
- Total sessions: approx. 36 sessions (9 weeks)
- Listening skill time per week: 1 hour (30 minutes on Mondays and Fridays)

Table 5. Sequence of the integration model units.

IMPLEMENTATION OF INTEGRATION MODEL												
UNIT 7 Mystery	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
UNIT 8 Senses	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24
UNIT 9 Future	S25	S26	S27	S28	S29	S30	S31	S32	S33	S34	S35	S36

There will be an estimated timeline, which is adjustable depending on the group performance. The phases of the project, after having designed the activities, could be the following:

- *Studying viability of the project*: before starting with the implementation of this project, it is necessary to assess needs, resources, equipment and infrastructure of the centre or place where lessons will take places.
- *Explaining new technique to students*: in the starting date teacher while take at least one lesson to explain the change of procedure in activities, the introduction of new ICT and the possible benefits of this project.
- Starting with sequence units: in this phase students will start working with listening activities based on the SAMR model during the whole quarter. The other skills will be driven through usual activities with no changes. During this quarter there will be 1 per week dedicated to listening skill. This hour is divided into 30 minutes on Mondays and 30 minutes on Fridays. It is a total of 3 hours per unit and 9 hours per three units.
- *Comparing and assessing students' achievement:* after working with these activities, results obtained and level acquired will determine the benefits of the new design.

The linguistic content to design this proposal implementation is extracted from the current books analysed in section 5: Marks, L.; Addison, Ch. (2016). Advanced English in Use. Cyprus: Burlington Books. Figure 13 shows the overview of the whole content within the textbook, in which appear the three units to be planned. Each unit is divided into different parts: vocabulary, reading, grammar, listening, speaking, writing and reinforce sections.

Figure 13. Overview of the units in the book Advanced English in Use.

Table 6. Sequence of units within the course.

1st TERM	2nd TERM	3rd TERM
Unit 1, 2, 3	Unit 4, 5, 6	Unit 7, 8, 9

Table 6 contains the sequence of units for the whole course, it is the three quarters. These three units correspond to the third quarter and these have been chosen to design listening skill activities according to the topic of the unit. So, these topics will be used as an excuse to define activities according to the integration model. The topics are:

- Unit 7: It's a mystery: modal perfects, mysteries and supernatural phenomena, school presentation. (weeks 1, 2, 3)
- Unit 8: Making sense: gerunds and infinitives, the senses and descriptive adjectives. A discussion about an experiment, a dialogue about an experience. (weeks 4, 5, 6,)
- Unit 9: Bridge to the future: review of main grammar points, multiple choice quizzes and simulations. Evaluating, generating possibilities and predicting. (weeks 7, 8, 9)

A total of 9-15 hours approximately will be dedicated to listening skill content activities within the whole 3 units. Activities will be related to the topic described in the unit and linguistic contents described above will be adjusted in the different listening activities. Throughout the 36 sessions learners will have the opportunity work and practice all skills, but the focus on the description on this proposal is in the listening skill time.

On Mondays there will be activities related to listening comprehension through the use of tools like Edpuzzle, Ted Talks, Newsela or Voicetube. On Fridays there will be activities related to creating, uploading and sharing content (videos, audios) in social media: Facebook, Twitter, Edmodo or blogs like Tumblr or WordPress through tools like iMovie, screencast, podcast, among others.

During these 9 weeks students will have the opportunity to practice listening skills and, in many cases, activities may allow them to improve other skills too. After analysing results obtained from these practices, the success of listening activities based on the SAMR model could be a fact in EFL and optimize the teaching and learning process.

6.3 Methodology and structure of the SAMR model unit

There are different methods involved within this proposal: Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT). Also, these units are designed according to the new model of integration that connects the SAMR model (Puentedura, 2010) with Bloom's revised Taxonomy (Anderson & Krathwohl, 2001). These methods are based on a student-centred approach, which keeps them engaged in active learning through communicative activities.

The design of my model for improving listening activities is key for performing listening activities during these three units since new technology is used as a mechanism of transforming the listening activities and improving the learners' learning process and experience. Through these units, students will work with task-based method, making learners be motivated by means of different topics and projects.

Students will need to get used to use different tools; therefore, they will improve digital competence at the same time by using different platforms, watching, modifying and listening videos or using new applications.

Also, the main intention is to potentiate their willingness to interact with each other through inspiring topics, so that they have to reinforce the listening skill in order to understand each other. Students will work in different ways: individually, in pairs or in groups with diverse number of people. In any case, communicative approach will also be implemented. The different types of interaction will be:

- Teacher → Students
- Students → Teacher
- Students → Students

It is important to remark that using these methods does not only intend to perform communicative activities, but also allowing students to be tolerant to others' errors, so that they all understand that making errors is part of the learning process. The more errors they commit the more they will learn, especially in communicative skills like listening. Cooperative work will be required both in class and at home, since they will work with material to be upload while taking into consideration previous uploaded material by other colleagues.

The following website <https://padlet.com/crisferburi/r32qa37o8qf5>, as can be seen in Figure 14 will be a common access point where all materials will be uploaded and learners will find not only the tools they need, but also instructions they need to know, together with deadlines for each task.

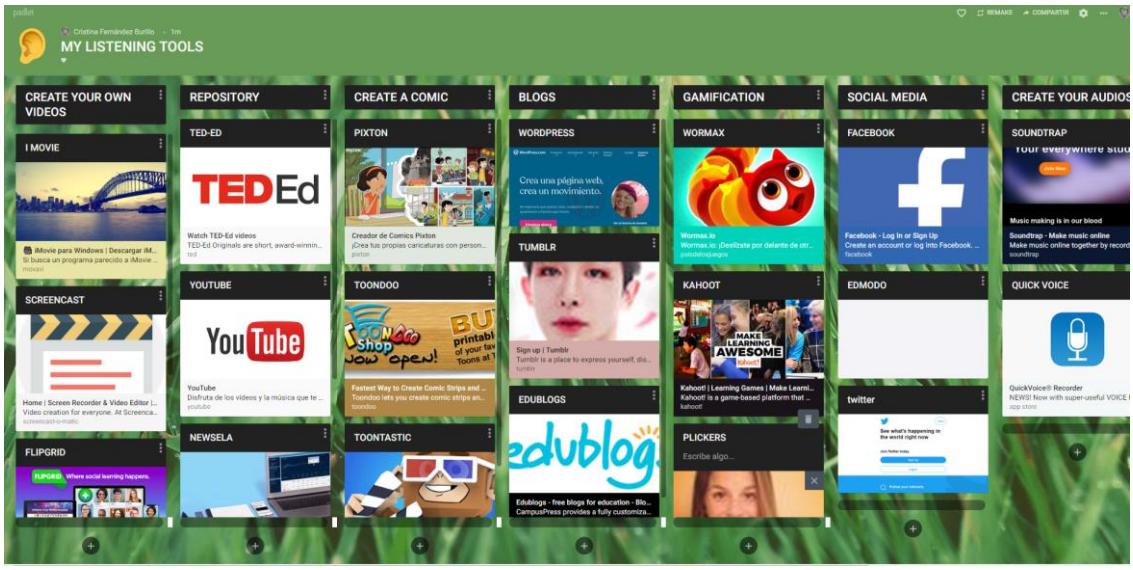


Figure 14. Padlet, my listening tools. Created by myself.

For individual work at home they sometimes will need to watch videos, comedies. In fact, there is a common Netflix license per level group in the centre.

This license will be used only in class with teacher supervision and some content may be downloaded to Padlet for working at home. Also, students can take notes autonomously and answer to some exercises through Google Classroom (https://classroom.google.com), where they can post assignments and participate in online debates about specific topics so that critical thinking is driven. Students will mostly work on higher levels of SAMR + Bloom's revised Taxonomy.

During class time, students will dedicate time to communicative activities involving technology, that will require cooperative work, active learning, digital competence or creativity, among others. With the use of different contemporary tools, students will have the possibility to learn EFL through different inputs that motivate them at the same time they acquire knowledge about other cultural and social aspects. Thus, in class they will experience active learning through communicative activities, while at home they will dedicate more time to research, design, create, reflect, develop critical thinking and take notes about possible doubts.

For these classes, equipment required to develop these activities are iPads or computers, one per student. Also, one projector, internet connection, a Netflix license, blackboard, speakers and headphones. Of course, depending on the group, there will be adaptations for those learners who may require it.

The teacher acquires different roles during these sessions: sometimes the teacher acts as a moderator within debates or communicative activities. In these cases, the teacher guides the students according to stated goals. Also, teacher acts as supervisor, since students will post assignments in different websites and the teacher will monitor the different actions for assessing and guiding students. Another important role for the teacher is creating a good environment in order to keep the students motivated. In this case the teacher requires to enhance participation among students and make them feel confident by giving them suitable feedbacks.

Previously to the task implementation, there are some important steps to track, especially when there is a new tool for the listening activity and when linguistic content or vocabulary has not been explained. The first and second steps concentrate in the lower levels of the SAMR model and Bloom's taxonomy. The last steps represent the upper levels. Figure 15 illustrates the SAMR model sequence.

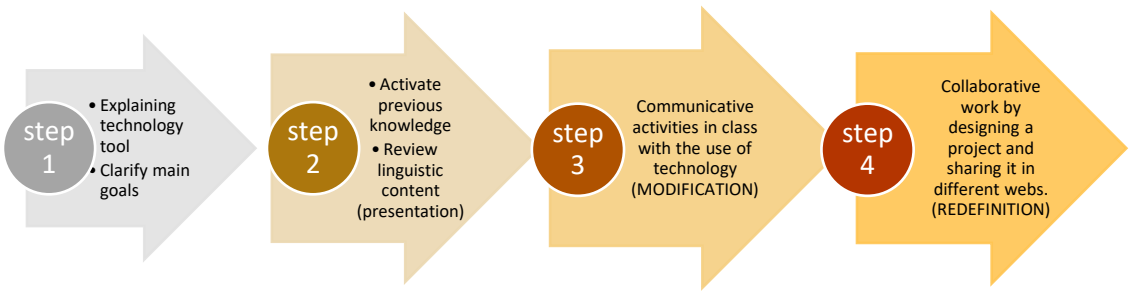


Figure 15. The SAMR model sequence.

The listening activities depend highly on the other fragments of the week in which other skills are taught. There will be some listening activities that may require a new content explanation and some others that rely on the Focus on Form or vocabulary seen through other skills. Also, there will be listening activities that can share the functionality with other skills, especially with speaking, since both communicative skills come mostly associated. In those cases, the tool explanation and content explanation are collective, which saves time and optimize the projects. It will be the teacher who need to assess them separately later on.

As indicated in the model of integration, each action will indicate and identify the corresponding level of Puentedura's and Bloom's revised model. Also, figure 16 indicates the different steps to be followed in each task. This way, learners can identify the different steps involved in each activity so that they are aware of the improvements compared to activities non based in SAMR model. This will also help teachers to assess the way they incorporate technology in the classroom and which kind of technology works better for students.

Also, there is the possibility that content is mainly explained in session in-between listening sessions. In that case communicative skills time will be addressed mostly within upper levels in SAMR model: modification and redefinition directly. The whole first unit structure would remain as follows:

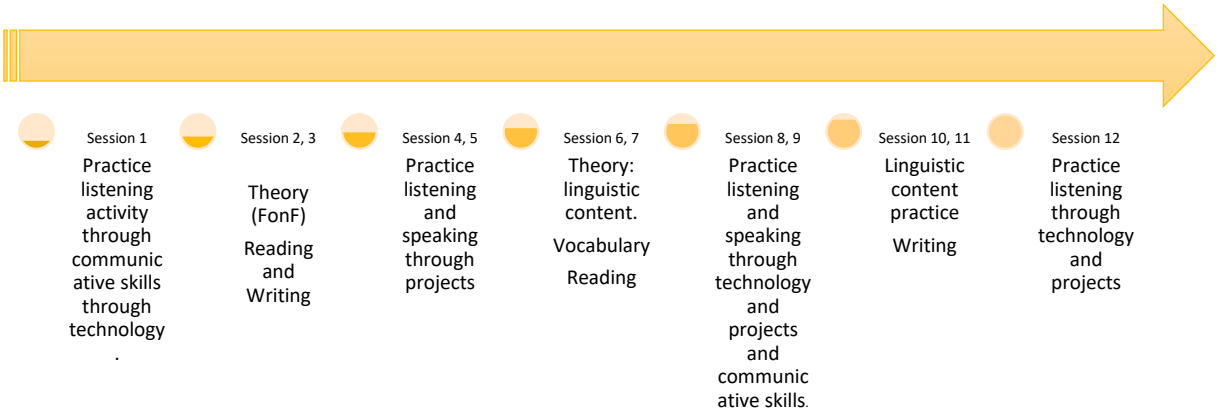


Figure 16. First unit taught within 3 weeks.

6.3.1 SAMR sessions development

For the development of the listening skill SAMR sessions, there will be a total of 9-12 hours in total. Each session lasts 50 minutes, but this time is not only for the listening skill, but it includes a part for other skills too. Therefore, each listening skill session lasts a total time of 30 minutes per session. The sessions will be based in a level of knowledge ranged between A2 to C1, mostly focused on B1, according to the Common European Framework. There will be two out of four days a week dedicated to listening skills, with a dedication of 30 minutes per session, which means a total of 1 hour per week and 3 hours per unit. The number of activities per session will depend on the project dimension. Therefore, the number of activities will vary, and, in some cases, there will be 2-3 activities per session and, in some cases only one activity will be performed. In fact, the students may require extra time to finish some activities at home. As mentioned in previous sections, listening activities are normally performed during class time at the very moment after being explained. However, for this SAMR sessions development, students may require extra time at home to do some research or active listening by using different tools. In these cases, they have the advantage to play the listening as many times as they require so that listening comprehension is clear.

EFL teaching schedule offers 4 sessions of 50’ per week and corresponding session days are planned on: Monday, Tuesday, Thursday and Friday. Considering that, on Monday students will work during 30’ with audio or video material with associated questions and exercises for improving comprehension and vocabulary. At least two activities per session will be performed on Mondays. The applications used will be of the kind of Voicetube, Edpuzzle with new updated movies and TV series that motivate students to answering corresponding

exercises associated. They can use other applications or tools that enable a better understanding, such as Youglish.

On Fridays the students will work in class during 30’ with new tasks related to linguistic content and topic. They will need to do listening research in different sources provided by the teacher that can be found in Padlet in order to discuss through platforms like Edmodo or blogs where they will present their final projects, assignments, Google Maps, Infographics, Flipgrids, among others. During homework time they will also have the opportunity discuss with their peers about different topics and reflect their points of view in the website chat through audios or videos.

In Table 7 there is an overview of the sessions which activities will be described thoroughly in the following section. This layout represents a total unit with 8 sessions -for listening- and its corresponding activities. It is important to remark that only listening time will be described within the table and the other skill’s sessions will not be mentioned, except for those that share time with listening skills. The activities will include the expected timing and a link with the details of the tool or activity in question.

Table 7. Overview of SAMR sessions. Didactic unit 7th: It's a mystery!

Session	Skills	SAMR level	Content	Aim	Tools	Interaction		Procedure
1	Listening	AUGMENTATION	Mysteries and supernatural phenomena	Listening comprehension through a video about 5 natural phenomena with questions included within the video. After that, activity that encourages critical thinking of students through listening to a Ted Talk and they express their opinion and interact between them.	EdPuzzle and Ted Talks	T -> S S -> T	30'	The teacher introduces the topic by asking students the definition of mystery and some samples. Then, the teacher shows the first 6 minutes of a video with comprehension questions in between. https://edpuzzle.com/media/5449b7d1c209ed710a78750c. Afterwards teacher plays a Ted Talk video and students need to express their opinion on specific points offered by the teacher and interact between them, during classhttps://www.ted.com/talks/elliot_krane_the_mystery_of_chronic_pain?language=es
4	Listening Speaking	MODIFICATAION REDEFINITION	Speculating about past events with modal perfects	Students activate their interest and think about what may have happened in the video. They express their opinion in a Flipgrid video of 3 minutes with their own personal point of view by using modal verbs. Then, interact between each other until selecting and justifying which is the best opinion and why.	Ted talks, Flipgrid and Blackboard Collaborate	T-> S S-> S	60'	Students are asked to watch a video about supernatural phenomena https://ed.ted.com/on/CIGNW0qF by following instructions on the link and speculating about it during 15 minutes. They are asked to record a Flipgrid video https://flipgrid.com/07a9b3ae during 3' with their own opinion Then, they have to discuss within blackboard collaborate https://www.blackboard.com/online-collaborative-learning/blackboard-collaborate.html in groups which is the best of the options after listening Flipgrid videos.
5	Listening	REDEFINITION	Mysteries	Listening comprehension and analytical capacity. Students are asked to make a vocabulary selection in order to optimize the words they know and then they upload their work to the common website so that they can receive the teacher feedback.	VoiceTube, collaborative wiki, Edmodo Playphrase	T-> S S-> T	30'	Students are asked to listen to a video about crystal skulls https://www.voicetube.com/videos/36374 and write down some unknown interesting words in order to publish them in the collaborative wiki and make a summary about what the mystery is and publish it in Edmodo https://new.edmodo.com/?go2url=/home. Students can use http://playphrase.me/#/search when learning new meanings in context.
8	Listening Speaking	REDEFINITION	Presentation supernatural phenomenon	Students are asked to make a research among different videos they need to listen and comprehend in order to create their own video about a phenomena, creativity, pronunciation and fluency are valued.	Padlet Screencast, Tumblr	T-> S S-> S S-> T	90'	Students, in groups, have to make a research within the repository in https://padlet.com/crisferburi/r32qa37o8qf5 and find different supernatural phenomena in order to get ideas for creating their own video through screencast https://screencast-o-matic.com/ and publishing it in their blogs https://www.tumblr.com/ in order to get the teacher feedback about the content and communicative skills.

6.3.2 Description of SAMR activities

Within this section there will be a detailed description of the activities cited in table 7. This section only focusses on listening activities time described in previous section.

SESSION 1:

The teacher activates previous learning about what a mystery is before the listening time starts. After that, learners are asked to watch and listen to a video about five different phenomena within Edpuzzle website: https://edpuzzle.com/media/5449b7d1c209ed710a78750c where they can find some questions related to the task that are included between the video performance, so that they are required to answer to see the whole video. Their answers are sent automatically to the teacher, who can see whether the students comprehended the message. The video will be played twice and timing for this is 15 minutes maximum.

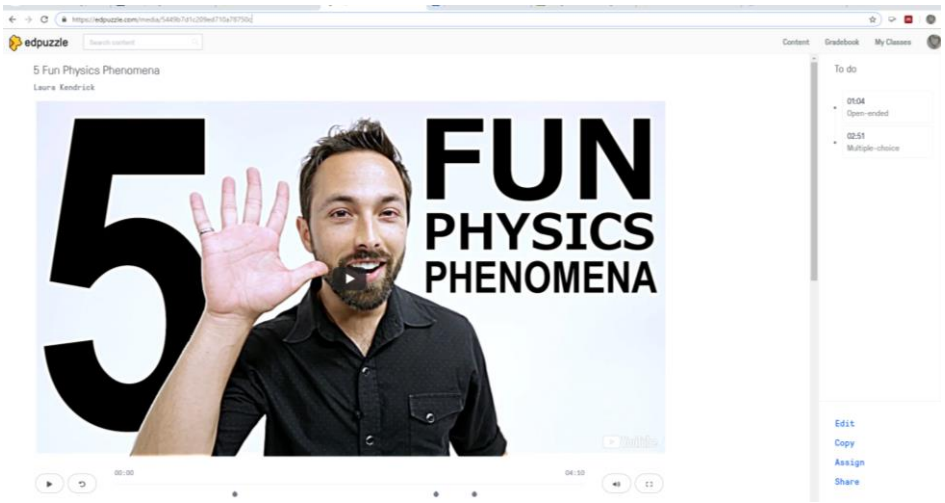


Figure 17. Edpuzzle video.

Afterwards, the teacher changes to another activity through a Ted Talk video (https://www.ted.com/talks/elliot_krane_the_mystery_of_chronic_pain/up-next?language=es) . Learners are asked to watch this video and answer specific questions guided by the teacher. Learners need to express their own opinion about this video and participate in a class debate by interacting between each other by listening and answering to corresponding questions. This activity enhances critical thinking through listening comprehension and students' interaction.

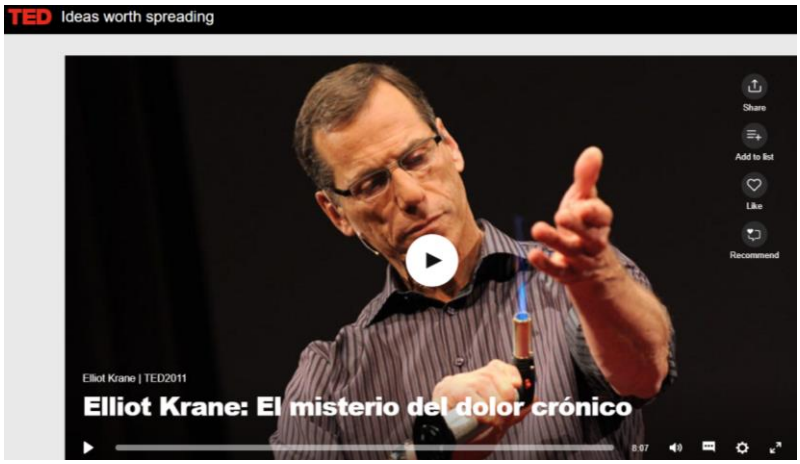


Figure 18. TED Talks video.

SESSION 4:

In this session, students continue with the topic of the unit and they will practice with modal perfect verbs by speculating. Students will watch a video about a paranormal camera activity. The video can be found in website https://ed.ted.com/on/CIGNW0gF They need to follow instructions within the website, which are providing speculations about what is going on in this situation by using the correct verbs with must /might/ could have.

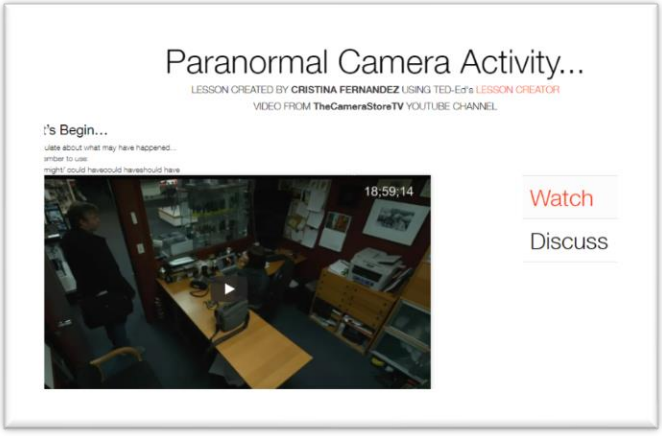


Figure 19. Ted.ed

They have to provide at least three hypotheses and record themselves in a Flipgrid video https://flipgrid.com/07a9b3ae that will be uploaded and shared with the whole class.

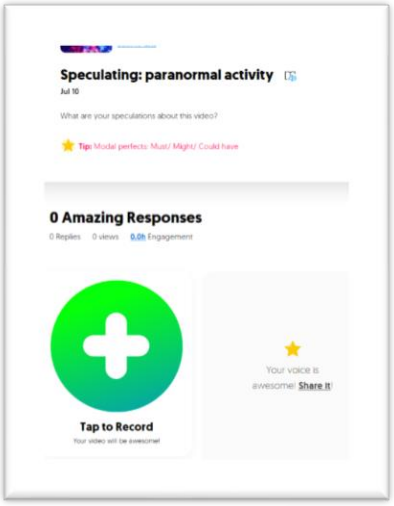


Figure 20. Flipgrid.

After everybody finishes, they have to listen all videos uploaded in Flipgrid platform and discuss which is the best hypotheses given. The discussion will take place within the blackboard collaborative https://www.blackboard.com/online-collaborative-learning/blackboard-collaborate.html and will be recorded, so that they can be supervised and teacher can provide a feedback for them.

SESSION 5:

In this session teacher asks students to watch a video about the mystery of crystal skulls. They are asked to visit the website https://www.voicetube.com/videos/36374 and see subtitles to make sure they understand main vocabulary. Within this application they have the opportunity to mark specific vocabulary in the text and take notes below, within the audio. This tool gives them the opportunity to read at the same time they listen and they can also change the speed of the listening so that it is adapted to their needs. Also, they are asked to use the website http://playphrase.me/#/search to find the words they require to see how they are pronounced, see through video movies how these words are pronounced and what they mean in different contexts. So, this is an additional tool to the online dictionary that makes learning vocabulary more enjoyable and dynamic. With the help of notes they have taken about vocabulary they are asked to compile share these words in a collaborative wiki within Edmodo https://new.edmodo.com/?go2url=/home

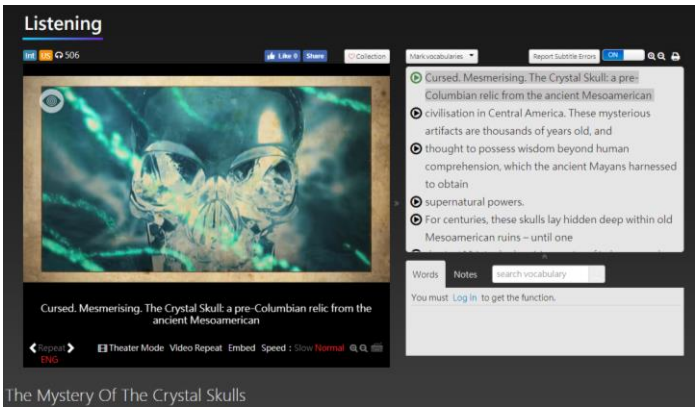


Figure 21. Voicetube.

Finally, to verify that students have understood the activity they will be asked to make s podcast with a summary of the video through https://www.podbean.com/start-podcast. It should last 3 minutes maximum and they should post it in Edmodo https://new.edmodo.com/?go2url=/home. After all podcasts are posted students will be assigned another colleague's podcast to listen to it and make corrections. This way, they practice the listening at the same time they pay attention to possible mistakes while working cooperatively.

SESSION 8:

Students in this session will work in groups of 4 people. This session takes places on Friday so they can continue with this project at home, since it lasts 90 minutes approximately. In this case, students have to make a research among the different videos found within the repository. This repository contains all listening tools and it can be found in website https://padlet.com/crisferburi/r32qa37o8qf5. They are asked to search for at least 5 different videos about supernatural phenomena. With this information they need to create a new invented story in order to record their own video through https://screencast-o-matic.com/. The video can be recorded in any scenery, but they need to make sure all people in the group speak at least 4 minutes. Pronunciation, fluency and content will be very valued.

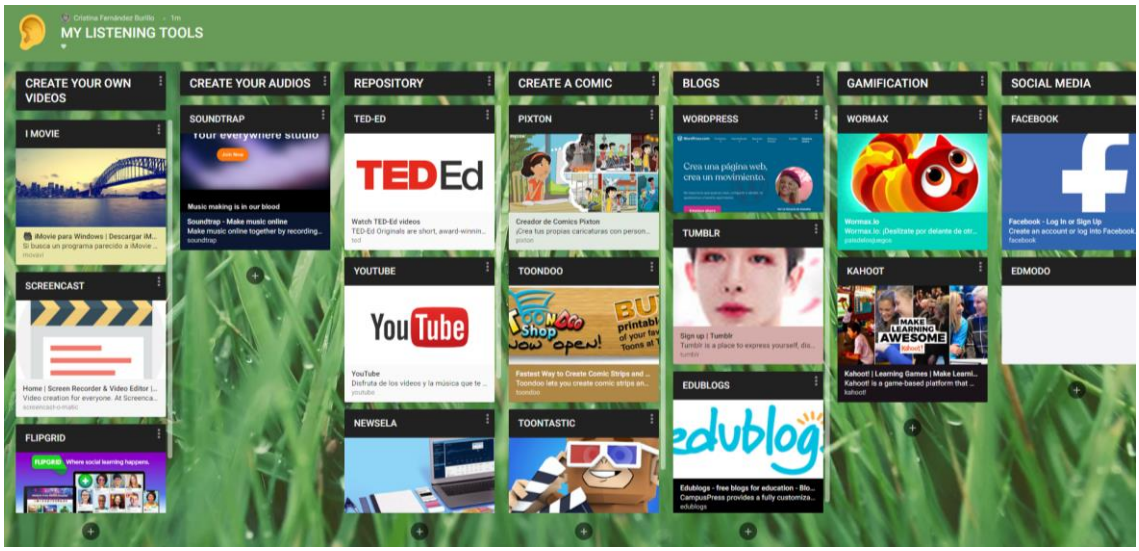


Figure 22. Padlet. My listening tools.

After they finish their videos, they have to post them within the deadline date in their blogs through https://www.tumblr.com/ in order to get the teacher feedback about the content and communicative skills. The results and feedback will be provided within a video by the teacher and also at the beginning of the following session. This is an enjoyable activity where they will have to practice listening linguistic content, speaking and practicing pronunciation and enjoying while being creative and learning new digital competences. This activity is at the redefinition level within the SAMR framework.

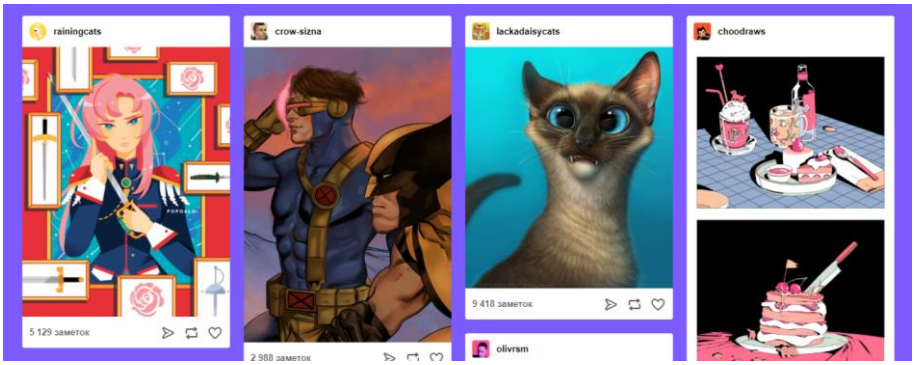


Figure 23. Tumblr blogs.

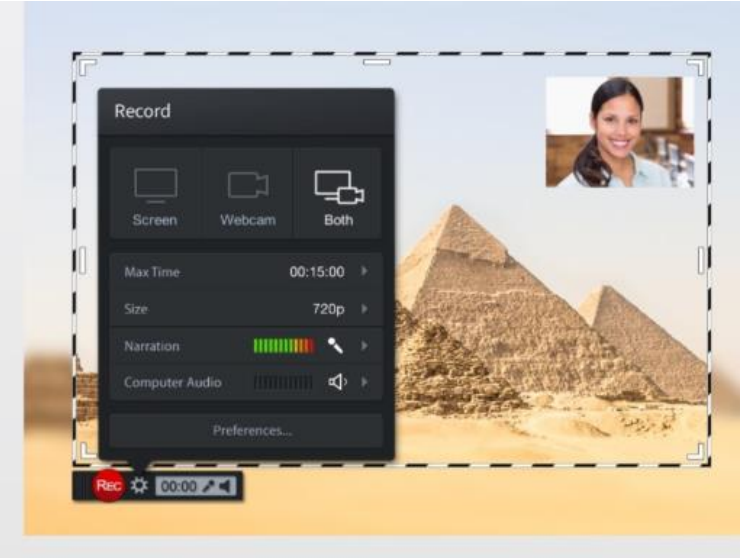


Figure 24. Screencast.

6.3.3 Resources

Internet access is crucial for enabling most tools based on the integration model. Also, it would be required that each student has a Tablet or a computer. Also, a projector with a computer for the teacher and speakers that allow the teacher to share different audio and video content in class. Since new technology play a key role within this work, there is a number of tools to be described that have been used in the development of sessions of this work.

- Padlet: (https://padlet.com/crisferburi/r32qa37o8qf5); it is a repository of tools divided into groups according to the function. This repository has been created for this innovation work and collects all required listening activities mentioned above. These activities are also described below
- EdPuzzle: (https://edpuzzle.com/media/5449b7d1c209ed710a78750c); it is a repository of videos that can be edited. This edition allows teacher to include different questions or exercises that learners need to complete before the video continues. The answers arrive immediately to the teacher, who also can provide the student with feedback. In this case, link attached contains a designed exercise for a lesson.
- TED Talks: https://www.ted.com/talks/elliot_krane_the_mystery_of_chronic_pain/up-next?language=es). Ted talks is a website where is a repository of instructional videos. TED is a non-profit developed to spreading ideas through powerful talks.

- TED.Ed https://ed.ted.com/on/CIGNW0gF Ted Ed is very similar to Ted Talks, but this is specially for youth and education. This page supports learning and educational video. Some exercises can be created within the webpage
- Flipgrid (https://flipgrid.com/07a9b3ae) Flipgrid is a website that allow teachers to create videos or "grids" in order to facilitate video discussions. Teacher can select timing, topic and deadline for video responses.
- Blackboard collaborative (https://www.blackboard.com/online-collaborative-learning/blackboard-collaborate.html). This is a straightforward and steady web-hosted collaborative learning platform. It allows students to share contents and chats as if they are together in the same room conference. Classess can be imparted through this website.
- Voicetube (https://www.voicetube.com/videos/36374). With thousands of videos with full transcription of English subtitles, this website allows to project a video and see the transcript at the same time. Also, it allows to take notes and mark different vocabulary per video.
- Playphrase (http://playphrase.me/#/search). It contains video quotes from movies. When a word or a sentence is not clear, students may type it in playphrase.me and get different video quotes to describe the context of this word.
- Edmodo (https://new.edmodo.com/?go2url=/home). Edmodo is the leading social learning platform for classrooms.
- Podcast creation: (https://www.podbean.com/start-podcast): It allows students to record a podcast anywhere anytime on a free app.
- Screencast (https://screencast-o-matic.com/. It is a digital video recording that allows students to create, edit and share their own videos.
- Tumblr: https://www.tumblr.com/ It is a website that allows students to display different content in a blog for visitors.

7. CONCLUSION

This work is an attempt to recognize the importance of following a model for integrating new technologies into the EFL teaching classroom with the objective of enhancing the listening skill. Although technology is a powerful tool, it is important to consider that only by critical and thoughtful implementation, technology can help to improve the students' learning environment. This innovation work promotes a model that integrates the SAMR model (Puentedura, 2006) and Bloom's revised Taxonomy of learning objectives (Anderson & Krathwohl, 2001) with general descriptions of each level's function, suggested tools for each level and a sample of its use.

This work is designed to address the listening skill as one of the foreign language learners' current weak points. This study includes a detailed analysis of how this skill is being worked at the moment through the analysis of listening activities within two textbooks. This analysis reflects that current listening activities follow a common pattern which does not consider and make the most of the potential of the new technologies since all activities belong to the lower levels of SAMR model. It means that there is still room left to enhance the listening skill development and this work applies the model to listening activities

Considering the limitations of the SAMR model, such as one of the argued by Hamilton, Rosenberg and Akcaoglu, (2016), that criticize that within SAMR framework there is limited qualitative or quantitative evidence to distinguish the differences between the SAMR levels. Hamilton et al. (2016) also argue that the lack of context within the SAMR theory. Nonetheless, this model provides samples and tools that intend to enable teachers to distinguish differences between levels of technology integration in materials design. This model provides a guide to facilitate the integration of technology into the teaching procedure for those teachers that may require it.

This work presents some limitations, since this work just offers the analysis of two current textbooks in a specific level. This work could be extensive to other books and levels and verify if the results obtained after its analysis is the same as obtained within this work. In addition, this work presents only the application of activities to listening skill; there could be other extensive works applicated to other skills in the future to verify results separately and as a whole. Moreover, this

work could be accomplished with other tools and activities that correlate listening with pronunciation, for instance.

As well, within this study I would have liked to see real results in an experimental study, that can be performed in the future with a real group in order to see the results obtained after applying this model.

It is important to consider that the advance of technology is unstoppable. Therefore, this model should be upgraded accordingly to new technology applications and tools. Therefore, tools and different activities suggested within this work, should be redefined from time to time.

All in all, this study provides a framework that offers a wide range of activities that are not present within current textbooks. Consequently, it helps to create new learning sceneries through the use of new different ICT tools that can optimize and benefit both teaching and learning process and therefore, enhance different language skills like listening skill in EFL.

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